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A primary function of the teacher educator is to use himself, his students, and all the dimensions of teacher education (instructional organization, methods, content, materials, media, and evaluation) only as means for providing opportunities for prospective teachers to become teacher-scholars--unique individuals who can function intelligently in school and in the larger community. Because each student's cognitive operations, his approach to cognitive tasks, and his feelings about knowledge are personally unique, they cannot be disregarded by the curriculum builder. A total program focusing on the personal dimension of teacher education is needed. It would provide a one-to-one relationship between each prospective teacher and at least one education advisor. Rather than a specific sequence of courses, it might use a continuous seminar taught by an instructional team and make use of student grouping and teams of students with opportunity for continuous and appropriate independent study. Simulated materials, sensitivity training, programed instruction, educational TV, and data processing would be used to implement such an individualized curriculum. The institution then becomes a demonstration center providing the type of individualized learning the prospective teacher is expected to perpetuate. (A 39-item bibliography and an outline for discussion are included) (JS)

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THE PERSONAL DIMENSION IN THE EDUCATION OF AMERICAN TEACHERS

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Presented at a Conference Honoring

Florence B. Stratemeyer

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THE PERSONAL DIMENSION IN THE EDUCATION OF AMERICAN TEACHERS*

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The Task of This Paper

When I started this paper, I phrased my task as follows: "How can I develop a unified program for the preparation of teacher-scholars?" It was my intention to develop a particular view of a teacher-scholar needed in contemporary society, and identify the changes necessary in selected dimensions of the teacher education process to produce this kind of teacher-scholar. Moreover, I planned to show how selected dimensions of teacher education could be interrelated in a unified program. These dimensions were: instructional organization and methods, content, materials and media, and evaluation. As I considered my task, however, it occurred to me that I had left out the most important dimension of all--the personal dimension. In reflecting on my own recent experience in developing a new teacher education program with my colleagues in Inter-University Project I at the University of Rochester,*** I was reminded of how many times we expressed the conviction that it was the personal dimension that seemed to make a crucial difference in our students and in ourselves as their teachers. Also, I remembered the role the personal dimension played at each stage of my own education, so I settled down to reformulate my topic.

If I could demonstrate the importance of considering the personal dimension in building teacher education programs and provide some delineation of the implications of the personal dimension for the kind of programs and procedures needed in order to develop unique teacher-scholars, then I would achieve a most valuable goal. My task assumed greater urgency as a review of current proposals for revising teacher education showed these to all but ignore the personal dimension. At best, recently proposed teacher education programs sorely neglect this personal dimension, and certainly do so in contrast to the attention they give other dimensions of teacher education. A perusal of recent publications by Conant(1), Smith(2), and LaGrone(3), I believe will support this contention.

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* Paper prepared for the Conference Honoring Florence B. Stratemeyer, French Lick, Indiana, June 10-12, 1965.

** In the preparation of this paper I am particularly indebted to my colleagues in Project I, Dr. Robert Osborn and Dr. Kenneth Fishell for the many hours of discussion and reaction time they have provided me.

*** Project I is an Inter-University Experimental Internship Program in teacher preparation sponsored by the Ford Foundation and developed in cooperation with the Universities of Buffalo, Cornell, and Syracuse. Programs at the four universities are, however, different. Project I will be referred to several times in this paper.

Consequently, a new formulation of my task emerged as follows: "What are the implications of the personal dimension for developing a unified program for the preparation of teacher-scholars?" This reformulation brought new life to my task because I could not focus on behavior and human interaction, on the activity of individuals studying and practicing to become teacher-scholars, and on the behaviors of the teacher educators responsible for developing the means which would facilitate the accomplishment of this goal. An unfreezing of the problem took place as I viewed all the dimensions of teacher education in terms of individual uniqueness.

Now my task called for an investigation of the personal dimension in relationship to all the other dimensions of the teacher education process. This investigation, and therefore the development of a unified program of teacher preparation, rests on the basic premise that unity, the synthesis of experiences from each dimension of teacher education, ultimately takes place as each teacher in preparation uniquely perceives and interprets his experiences as student and teacher.

This introduction traces the process I employed in determining the essential task of my paper, and provides the reader background with which to better interpret the rest of the paper. To fulfill my responsibility, I believe it is important at the outset to develop my view of a teacher-scholar. I will use this view of a teacher-scholar as a way of defining the goals of teacher education. It will serve as a guiding concept throughout this paper. Other sections of the paper will discuss the intellectual-personal uniqueness of each teacher in preparation, and the implications of individual uniqueness for the builders of teacher education programs.

A View of A Teacher-Scholar

An overall goal of teacher education programs is the preparation of teacher-scholars. Developed as a guiding concept, a teacher-scholar ought to possess the qualities of thought and action that facilitate intelligent self-direction, whether in the life of the school or the larger community. Intelligent self-direction, as used here, implies a frame of reference out of which a person operates with awareness, systematic ways of acquiring reliable knowledge and making defensible judgments, and the potential for continuously creative responses to life situations. Each individual's frame of reference is unique, personal, and precious. A central notion in this paper is that this uniqueness of person and thought is a quality which we must cherish in a pluralistic society, and likewise ought to respect and nurture in programs to prepare teachers for democratic schools.

As a self-directing person possesses a frame of reference (philosophy) by which to guide his life, so too does the teacher-scholar possess an educational frame of reference (philosophy of education) from which and by which he approaches school problems and issues. He has the ability to bring personal meaning to the world of ideas. He possesses his own unique frameworks, he has his own good reasons for learning what he decides to learn. This means he is able to select and build upon significant ideas, observe relationships, and distinguish essential matters from irrelevant and incidental ones.

An educational frame of reference has both methodological and content dimensions, which refer to the techniques and the products of inquiry. Thus

the teacher-scholar carries the instruments for intelligent self-direction to problems and processes in his role in the classroom and the many other roles of the teacher.

Once in the classroom, the teacher-scholar engages in processes of instruction described as acts of teaching. In general, acts of teaching refer to those formal processes of instruction by which youth, in terms of their own unique frames of reference and under the deliberate guidance of a teacher, come to discover knowledge or interpret experience. In a larger sense, acts of teaching hold as their object the encouragement of self-direction among students. Thus, in the classroom, though at different levels of operation, the teacher-scholar and his students share the goal of intelligent self-direction, working at the task of making life personally intelligible and meaningful.

As the act of teaching centers, for example, in a United States history class, an object becomes the acquisition of the tools of self-direction in learning a specific subject. An understanding of subject matter in general education, special education, and professional knowledge, adeptness in methods of inquiry suitable to other disciplines and the discipline of education, and skill in techniques of classroom instruction foster this goal. The teacher-scholar is, therefore, well versed in subject matter and professional education, competent in reliable methods of inquiry, and proficient in adapting a wide range of instructional techniques and materials to the learning requirements of students.

The teacher-scholar, then, is a <u>scholar</u> insofar as he possesses depth and breadth in his major subject field and acquaintance with the intrinsic features of the principal fields of inquiry. He understands the logic and structure of his subject field and related fields, and uses these as means to understanding the realities of life today. In addition, the teacher-scholar is a student of the discipline of education. This means, in general, that he possesses a constantly growing body of knowledge which he has organized meaningfully--facts, concepts, beliefs, and values--relating to education in a democratic society, and the inquiry skills with which to generate these. Included is knowledge about the learner, learning, processes of teaching, media and materials, evaluation, goals of instruction, and attitudes and feelings essential in working with young people and with colleagues.

<u>Teacher</u>, therefore, is one who is practiced or skilled in teaching. The teacher takes that which he knows--about a subject, pupils, learning, and teaching: products of his scholarship--and creates, through his own personal style, an effective learning situation. Moreover, he possesses the motivation and tools increasingly to become a more effective teacher.

As a result of the ever-increasing amount of new knowledge and the rapid changes which characterize modern living, the teacher-scholar has an active interest in the continuous acquisition of knowledge in his subject field, as well as the latest research in the discipline of education, its theory and its practice. But the teacher in preparation is limited in the possibilities for growth unless he is teaching, in the same way the scholar is limited unless he is studying. In this view, the best teaching demands superior scholarship, and this scholarship is most effectively released through superior teaching.

The goals of teacher education, then, may be described generally in these terms:

To produce teachers who have:

A KNOWLEDGE OF	and the	ABILITY TO
1. major subject field and related fields of inquiry		use knowledge in explaining the realities of life today
2. the learner and learning processes (growth and development)		provide challenges commensurate with each youngster's maturity, experience, background, and capacity to learn
3. the processes of teaching		translate into pertinent behavior in acting and reacting with students
4. instructional materials and media		recognize and utilize aids most suitable for specific purposes
5. inquiry techniques appropriate to generalizing professional knowledge and choices		inquire into educational problems and issues in defensible ways; and indicate where he stands and why
6. crucial educational and social issues relevant to education and democratic living		interpret implications of changes in society into constructive action as a teacher-citizen as well as a teacher-scholar
7. values and feelings essential for working with young people and with colleagues		reflect these qualities in working with people in a way that each person counts

The Intellectual-Personal Uniqueness of Each Prospective Teacher-Scholar

There are many aspects of individuality which we could all easily identify. However, in this instance, I would like to place particular emphasis on some specific aspects of intellectual uniqueness. Too often, proponents of new approaches to teacher education defend them only on the grounds that they are conducive to improved social adjustment and mental health. This is not to say that these ends are not important to me; but since intellectual development is regarded by so many as a primary function, and in some instances the primary function of teacher preparation, it seems wise to directly confront this area of individual difference in discussing a unified approach to teacher education. Any proposal that sidesteps this concern is unlikely to get much wholehearted support.

There is also another reason which I chose to focus on intellectual-personal uniqueness. In any depth analysis of individual difference, one soon finds that intellectual development is inescapably interwoven with social and emotional development. Therefore, with this view of personal uniqueness, it makes little difference where one starts; he soon realizes all characteristics of a person come together in thinking and acting. But, by using intellectual uniqueness as a base point for inquiry, perhaps the very important point, the interrelationship of the cognitive and the affective, can be made and developed.

Let me focus then on three aspects of intellectual personal uniqueness: (1) differences in cognitive operations present within each person at any given moment in time; (2) differences in cognitive style or method of attacking new problems; and (3) differences in feeling about what one knows and feels he needs to know.

Cognitive Operations Present Within Each Individual

Each individual has his unique conceptual schemes that he uses in building his frame of reference. These schemes are used to decide if a new concept fits, whether it is meaningful, relevant, or reasonable. Through these conceptual schemes, selection, interpretation, evaluation, and synthesis of each experience takes place. Within the areas of experience of each teacher in preparation, there are a number of variables such as content, materials, media, other students, to which the prospective teacher-scholar gives personal meaning in terms of his view of their relevance to the role for which he is preparing.

Taba(4) has put together several basic propositions strongly supported by research which summarize some of the functions of cognitive operations as used by the teacher in preparation. The following propositions selected from a larger list are particularly appropriate to the concern of this paper.

1. Cognitive operations are an active transaction between the individual and his environment or the material under study.

2. Individuals inevitably build mental schemes with which to organize the information they encounter.

3. Thought matures through a progressive and active organization and reorganization of conceptual structures.

4. The individual fits the information he receives at any moment into the conceptual scheme he already possesses.

Flavell(5), in his book on the work of Piaget, adds to our understanding of individualized conceptual operations in the following statements:

1. Every act of intelligence presumes some kind of intellectual structure, some sort of organization, within which it proceeds.

2. An act of intelligence, be it a crude motor movement in infancy or a complex and abstract judgment in adulthood, is always related to a system or totality of such acts of which it is a part.

LaGrone(6) in his recent proposal for the revision of the preservice component of teacher education puts the ideas of Flavell and Taba to work. However, he draws different implications than I do. I mention this now because I will comment on LaGrone's proposal later.

Building curriculum in terms of each prospective teacher-scholar's unique conceptual schemes does not suggest to me a mere substitution of other prestructured courses in a different sequence than now exists. Recognition of intellectual personal uniqueness calls for a new definition of sequence. Sequence in terms of what I have written here and what I infer from Flavell and Taba's views can only be defined in terms of each learner. What may be a reasonably organized sequence for the curriculum building may be irrelevant to the learner who reasons in terms of the conceptual operations present in himself at a given time and the relevance determinants he personally uses to select, interpret, evaluate, and synthesize experience.

Perhaps my reasoning will be more acceptable as I extend my thinking to a consideration of the intellectual-personal uniqueness in cognitive style, and the interrelationship of the affective and cognitive.

Cognitive Style or Personal Approach to Intellectual Tasks

Each prospective teacher-scholar is as personally different in his learning style, as he will be in his teaching style. Research provides increasing evidence that learning is an exceedingly complex personal function. Not only because of the inherent difference in the learner himself, but because learning is an expression of the entire person and thus shares the acknowledged complexities of the person as a whole. A person's characteristic approach to learning is a result of interaction between his intellectual abilities and his personal characteristics.

Each teacher in preparation approaches an intellectual task in his own unique way; and the particular pattern of personality characteristic he brings to such tasks determines in no small measure the manner in which he defines and approaches that task. His hopes and attitudes with respect to its accomplishment, the nature of the problem-solving processes he employs, the quality of the final resolution, and all the attended feelings and emotions that influence the who, where, when, and how of his cognitive attack are influenced by his personal uniqueness. It might be well to review some of these specific differences in intellectual approach and some of the factors related to these differences.

Some learners are so called "convergent thinkers" who are able to produce a variety of responses when required by task or situation. These styles of thinking are interestingly described in the cases included in Getzel's and Jackson's(8) Creativity and Intelligence. Bruner, Goodnow, and Austin(9) in their studies of thinking, identify discernible strategies by which different individuals proceed with a task. They identify the "simultaneous scanner" who deals with many independent variables and carries them in memory using each instance encountered as an occasion for judging which hypothesis is tenable. The "successive scanner" tests a single hypothesis at a time; he limits his choice to those instances that provide a direct test of his hypothesis. Another

strategist engages in "conservative focusing;" he always seeks positive instances to use as a focus. The fourth is a "focus gambler" who uses a positive instance as a focus but then takes risks by changing more than one value at a time.

Self-concept seems another most important factor which influences cognitive style. Thus, the way one believes others view him or the way he perceives his own adequacies and inadequacies has a special bearing on the approach he uses in embarking on any new learning experience. Lecky(10) contends that the self-concept once developed is quite resistant to change. Some learning problems may be especially difficult to remedy because greatly improved performance may actually be inconsistent with the person's self-concept. According to Jersild(11), a learner perceives, interprets, accepts, resists, and rejects what he meets in school in the light of his own self-esteem. Rogers(12) reiterates the importance of self-concepts when he states that an individual learns significantly only those things which he perceives as being involved in enhancement of the structure of self. This approach to learning as a highly personal process energized by a primary drive for self-fulfillment is summarized by Snygg and Combs(13) when they point out that the learner performs an act for the thousandth time for the same reason he performed it the second time, because it is the most effective way he knows of satisfying his immediate needs.

This brief glimpse at the interaction between each person and his cognitive style supports the notion that all learning and problem-solving, and confrontation and discovery are interwoven into the fabric of personality as a whole. Each individual has his own distinctive set of personality characteristics and his own related patterns of goal setting behavior, which are unique.

The Wedding of the Affective and Cognitive

Out of this examination of intellectual-personal uniqueness comes the realization that the affective or feeling aspects of human development and the cognitive or knowing aspects are as closely entwined as two crossed fingers.

One way of demonstrating the relationship between the cognitive and affective is to examine it in a specific context. The process of communication seems to me to offer many fruitful examples for use here, not only because it demonstrates the relationship of the affective and cognitive, but because it is a central process in teaching. In fact, so central is it that some experts such as Gerbner(14) describe the nature of teaching in communications terms.

With this basic purpose of demonstrating the relationship of affective and cognitive in mind, let me briefly describe some of the elements involved in communication. Browne(15) states that communication is the process of transmitting ideas or thoughts from one person to another, or within a single person, for the purpose of creating understanding in the thinking of the person receiving the communication. It must not, however, be automatically assumed that meanings are in agreement just because words are in agreement.

Mead(16) describes language as a cooperative process in which it is necessary for the communicator to play the "game", which he identifies as taking the point of view of the other in order to determine what the other is going to do with reference to a common end. He compares this to a baseball game in which each act of the communicator is determined by his assumption of the action of others who are playing the game. What he does is controlled by his being everyone else on that team, at least insofar as those attitudes affect his own particular response. We get then an "other" which is an organization of the attitudes of those involved in the same process.

In the communication process, the communicator must try to understand what his listener feels, as well as what his listener knows. To make the cycle complete, the listener should try to understand what the communicator feels, as well as what the communicator knows.

Flavell(17) describes the communication process as follows:

> One first of all has to code for oneself information from some source; that is, one first has to "know" in some form what one wants to communicate. Then--and this is a crucial step--one has to recode for the other the information to be communicated. That is, to a greater or lesser extent, depending upon the nature and extent of differences in the role between sender and receiver, information sent in a coded-for-self form will be inadequately communicative to the other. The question is: how to recode so this *specific other, with his specific propensities*, capacities, limitations, store of relevant information, etc.--in short, his specific role attributes--will understand precisely what you intend him to understand.

In the recoding for the specific other, it is necessary to realize that his specific propensities include not only what he knows about what you wish to communicate, but what he feels about what he knows and what you know. If this is a correct view of some of the elements involved in communication, then it also seems true that if one disregards the affective or feeling aspect, he is leaving out a very important part of the process.

Examination of the communication process clearly demonstrates that the affective and cognitive aspects are not discrete. They operate simultaneously within each individual with varying degrees of influence in any particular situation or event. Presumably any situation or event lies at some point on a continuum between situations which are viewed as highly intellectual or cognitive in content, such as describing a book so that it can be selected from a bookshelf, to acts which are primarily affective in content, such as a student teacher explaining to her cooperating teacher why she is planning to elope.

Investigation of the relationship of the affective and the cognitive also suggests that in order for the positions of communicator and listener to be integrated into a single communication, the relationship of the affective and the cognitive must be understood. This understanding is, of course, a prime requisite for good teaching and is a central factor to consider in building a teacher education program.

Implications of the Personal Dimension for Developing a Unified Approach in Teacher Education

Before discussing some of the specific implications of personal uniqueness in the development of a unified program in teacher education, it may be helpful to summarize briefly some major points made thus far.

A basic notion throughout this paper is that the primary function of a teacher educator is to use himself, his students, the instructional organization and methods, the content, the materials and media, and the evaluational dimensions of teacher education as means for providing opportunities for teachers in preparation to become teacher-scholars. None of these dimensions is an end in itself. The ends in teacher preparation are the unique teacher-scholars produced and the influence these teacher-scholars will have on the course of education in democratic schools.

I have described the teacher-scholar as a unique individual who can function intelligently in contemporary society. Through his own unique idea frameworks, he separates the important from the trivial, and he has his own good reasons for learning what he decides to learn. He is self-directing in his approach to a changing world, and he is continuously open to inquiry and learning. He recognizes and is sensitive to individual differences and has the teaching skills necessary to provide success experiences for his students in terms of their uniqueness.

I have emphasized some particular ways that students in teacher education programs differ. I pointed out that each prospective teacher-scholar is different in the conceptual operations he uses at any given time and place, different in his cognitive style or approach to learning and problem solving, and different in the feeling he has about what he knows, and what he feels he needs to know.

With this particular view of the teacher-scholar, and the intellectual-personal uniqueness of the individual becoming a teacher-scholar as background, I would now like to look at some of the consequences of the personal dimension for the other dimensions of the teacher education process.

A Climate Which Fosters Personal Interaction

A one-to-one relationship between each prospective teacher and at least one or more education advisers is an immediate consequence that emerges from the personal dimension as I've developed it. If instruction is to be individualized, it behooves at least one member of a teacher-education team to know the learner; what conceptual operations or schemes the learner is using to see the world, the unique style of thinking he employs in his search for knowledge, and how he feels about what he knows and needs to know. Furthermore, once knowing these factors regarding each student and realizing that the process of growth within each individual is continuous, the adviser must seek to maintain a continuous one-to-one personal relationship to help each learner to interpret, evaluate, and select his next appropriate experience.

This relationship implies particular functions for the teacher-educator who maintains this one-to-one relationship. He must fulfill many

functions, but I would like to highlight at least three responsibilities which he has. First, he must be a learning diagnostician. In order to determine the conceptual schemes operating within the student and the state of readiness of the student for each new experience, he must have the ability to determine the relevance determinants the student is using in tuning in and tuning out certain experiences.

Second, he must be a resource agent. He must be aware of the many other people, materials, and media available in the student's environment to help the student make his next confrontation or discovery. He must also be the one to facilitate the bringing together of the student and the resources in the most harmonious fashion.

Third, he must be a synthesizing agent. After the student has had an experience, the adviser must be available to the student to help him interpret his perceptions of what has happened in terms of new knowledge as well as new feelings resulting from a particular confrontation or discovery. At certain points in carrying out responsibilities, these three functions dovetail. While operating as a synthesizing agent he not only is helping the student clarify and synthesize, but he is functioning as learning diagnostician. Since each new experience changes the student's frame of reference to a greater or lesser degree, the student's relevance determinants are continuously changing. As learning diagnostician, he must be aware of these changes and respond to them as resource agent. These functions are all interwoven in the teaching-learning cycle.

The teacher-educator, then, in this context, is one who unlocks resources for learning by identifying and providing a wide variety of alternatives, and creating situations which promote the continuous adjustment of learning experiences to each learner. Helping learners select, interpret, and integrate experiences involves complex tasks. It may mean helping a learner to confront new situations as mentioned, and at times it may involve helping a learner to drop a certain rigidity of thinking which he may have. In some cases the learner may have developed blocks to further learning which must be done away with before learning takes place. In certain instances the teacher-educator may just help the student use what is already in him.

In this relationship between prospective teacher-scholar and teacher-educator, many special skills and attitudes are important. I cannot go into detail in describing all of these qualities but I think the essential qualities necessary in the kind of teaching I am talking about can be best described by illustrations which focus on the part which effective listening may play in creating an effective learning situation. Listening is an element too often neglected but remains nevertheless so important in a program design which operates from the personal dimension. If learners are to clarify and synthesize what they know and do not know, and how they feel about what they know and need to know, a special kind of person to listen to them is essential. The kind of listening I am talking about involves a kind of alternating current which recharges the partner involved so that each party enriches the other. It is not the kind of situation in which participants are entertaining each other but where thoughts are expressed and expanded. Where such creative thought springs forth, wisdom is added. It is the kind of listening with affection, in which the listener tries to put himself in the other fellow's shoes when he talks, tries to know him without arguing or changing the subject. It is the

kind of listening which does so much good, because it is the kind of listening which involves expressing only what is inside. Both communicators know that it will not go down in writing, where it will be known or be put on paper to be torn up afterward. This kind of listening is harder than we think. It is not critical listening, for that tends too often to put the other person in a straight jacket because he chooses his words solemnly. The kind of listening which really counts in the relationship between the prospective teacher-scholar and his teachers is the kind of creative listening where each person is recklessly himself, yet accepted, even at his worst. In this kind of listening, the teacher-educator not only learns what the prospective teacher-scholar knows and how he feels about what he knows, but he takes further action to make available to the student resources which can help him to his next most fruitful experience.

Another aspect of this one-to-one relationship which requires special comment is a realization on the part of the adviser of the influence he can have on his advisee through the kind of close relationship described.

Teachers often discuss the impact they have on students in terms of role models. Let us look at what this concept means here and what particular responsibilities are implied for the teacher-educator in the one-to-one relationship. The teacher-educator I envision, teaches what he is, in that he squares his actions with reasoned beliefs but at the same time he maintains the kind of personal relationship in which the student does not have to mimic him. His function is not to produce a replica. The student is able to freely develop his choices. Access to the opportunity to develop free choices and the protection of this right for each of his students becomes a primary responsibility of the teacher-educator. He must create the kind of situation in which the student can afford to be himself. If learning is to be significant, the prospective teacher-scholar's shortcomings must be accepted by him and accepted by his adviser without the kind of judgments which inhibit further learning. Too often actions are forced out of fear.

To maintain this kind of situation, where students can reveal what they do not know, requires a condition of freedom, not only on the part of the students, but on the part of the adviser or instructor, or for that matter, anyone who receives this information. This means the teacher-educator must be freed from the outside limitations often placed on him by the organizational and mechanical structures of the institution such as credits, grades, and the many other external devices which so often merely represent elaborate attempts to avoid personal meanings.

Consideration of the personal dimension calls for a climate in which human interaction can bring about personal commitment and the clarification of lasting human values. In discussing values here I am thinking about something different from attitudes. Values, in this context, involves deliberate choice from a number of alternatives. After due reflection they are prized, cherished, and affirmed in actions; and they are acted upon and added to in some systematic pattern of growth as they become integrated into the person. This process of internalizing knowledge and values is something that emerges out of situations in which close personal relationships are developed.

In their book, Children Who Hate, Redl and Wineman(18) describe in detail the effects of a situational learning environment. In this educational

environment there existed a kind of "milieu therapy" in which the group, teachers and students, had a significant impact on the behavior of everyone else in the group. Bills(19) provides evidence regarding the importance of this kind of climate of openness as it affects intelligence. Defining intelligence as intelligent behavior, he indicates that the quality of human relationships can make significant differences. The work of Raths(20), Rogers (21), Cantor(22), and MacDonald(23) lend further confirmation to the importance of personal relationships in providing constructive learning experiences.

We all can provide further evidence of our own by thinking for a moment about the influence of a close personal relationship on our behavior. What one of us cannot look back into our own experience background and identify a teacher or colleague who had a significant influence on our life?

In terms of the earlier statements about conceptual schemes, more than likely this person we identify is someone who knew us well enough to understand our conceptual schemes, and was aware of the window through which we viewed the world. We valued being acquainted with this person over the years because we were able to continue a meaningful dialogue with him. Even though the dialogue at times may have been interrupted, it was easy to start at a significant point some time later. These are rare relationships and we cherish them. In fact, we may only know a few people who are tuned into us well enough to push us to our next level of thinking about a given issue. This is one of the reasons we look forward to a conference in honor of Dr. Stratemeyer. On this occasion we will have an opportunity to communicate with people who are especially receptive to what we say. They know us.

The kinds of relationships I am referring to are significant relationships because they are personal relationships, internalized relationships, and ever-growing relationships.

In our teacher education programs, we can either enhance or inhibit these relationships by the way we arrange people in an instructional organization and by the way we view content, materials, media, and evaluation practices. Holding the fostering of personal relationships as a top priority has consequences for all of the dimensions of teacher education.

Instructional Organization and Methods

The personal dimension has far-reaching consequences for instructional organization and methods. As a basic unit to foster individualization and synthesis of experience, I would suggest a continuous seminar and student-adviser conferences. Such settings seem necessary to implement a program conceived and executed in terms of the relationship between the personal dimension and each of the other dimensions of teacher education. These basic units would be complemented by opportunity for continuous and appropriate independent study and direct experience throughout the program. All courses would be viewed as options to choose from. To provide maximum flexibility, there would be no specific sequence of courses. The scope and sequence of experiences would be developed by each student and his adviser. Courses in the special fields would be selected in terms of the personal framework and professional goals of the student. Similarly, the faculty in the professional area would

make assignments, originate content, guide independent study, and provide opportunities for a variety of direct experiences on the basis of the needs and interests of the students. Moreover, the length and sequence of experiences would vary.

Specific arrangements regarding student grouping would be necessary to foster the human interaction emphasized earlier. Student groups of approximately thirty-five in number representing a cross section of the student body enrolled in professional education would be set up. Group activities over an extended period of time with the same group would be provided for each student. Diversity in terms of experience, background, and professional interest would be sought.

The continuing seminar would be taught by an instructional team. This team would advise, teach, and supervise the direct experiences of students throughout their program. Each student would look to one member of the team as his adviser. This adviser would fulfill the functions of the "learning diagnostician," "resource agent," and "synthesizing agent" described earlier. All other members of the team would also serve as "resource agents," but each student adviser would be responsible for communicating to other members of the team and other specialists, the special needs of the student for which he was particularly responsible. Contacts with instructors of the student in the general education and special education areas would be maintained by each student adviser in order to relate knowledge in these fields to the professional responsibilities for which the prospective teacher-scholar was preparing. Continuity would exist in terms of both staff and students. Each team would include a pattern of expertness in various areas of knowledge and experience. Provision would be made for supplementing the team with needed specialists. Staff members and leaders from cooperating schools and other agencies in which students would have direct experience would be involved in the team operation as instructors and planners. A close relationship with these cooperating agencies would encourage free exploration for each student as he systematically studied teaching and tested his competence in the many roles of the teacher at various points of readiness in his program.

This instructional organization would lend itself to any size university or college. Teaching teams and student groups could be developed as needed. Each group and team could move in cycles through 1, 2, 3, 4, or 5 years of experience. Involvement of the instructors from special fields would depend on the extent of the cooperation between all branches of the university or college. However, the type of interdisciplinary approach made possible through teams of specialists would seem to make it more feasible to use the resources of all areas of the university in purposeful ways.

Each prospective teacher-scholar should have the opportunity to become a member of a continuing seminar and be assigned to a teacher education adviser as soon as he decides on teaching as a professional goal. This does not mean that he discontinues work in the general education areas. The student can justify work in the so-called general education areas at various points throughout his experience. Greater emphasis would be perceived as important at different stages in terms of the contribution the offerings in general education would make to him as teacher-scholar and teacher-citizen.

When examined in the light of an individual's professional goal, the usual distinctions made between general education, special education, and professional education tend to lose their meaning. All of these areas of thought and action represent resources to be tapped in different ways by different students for different purposes. For example, if the teacher-educator puts himself in the place of the following prospective teacher-scholar, he will find it difficult to separate the prospective teacher-scholar's experiences into the three categories mentioned. Thus, a prospective teacher-scholar with an interest in urban education takes a sociology seminar on race relations and arranges to have first-hand experience working at a youth board with school dropouts. He undertakes a study which involves the development of a research design. Discovering that he lacks the necessary research knowledge and skills, he audits a research seminar to make up the deficit. Attendance at workshops on data processing sponsored by the computing center follow, and provide him with further help on the collation of data and this leads to another experience, etc.

The concept of teams of students may also be employed in such a way that students will work together rather than in competition with one another. These teams can be formalized with five or six people on a team. Teams should be developed with as much diversity as possible for one type of activity and as much likeness as possible in another activity. Different student team members could have specialties in different subject areas or represent different levels of education. There may be joint studies, with each team member taking his special responsibility and feeling a unique part of a larger effort. The team could be responsible for some significant action coming out of their work. For example, teams might work in situations as a "task force" responsible for making some specific contribution to a cooperating school or to a social agency such as a youth board, a nursery school, or a youth camp.

The approach employed in the kind of program I propose is best described as student centered. Basic responsibility for learning rests primarily with each student. The student himself possesses opportunity upon opportunity to seek out that which would be personally significant. Motivation sought here would be intrinsic, with the student learning how to learn and developing a thirst for further learning.

Independent study would be employed in which the student develops a project, a series of readings, or a variety of direct experiences. At times independent study may serve to fill in a gap in a student's background or to permit him to pursue some problem or area or special interest. As recommended in the TEPS New Horizons Report(24), adequate provision should be made for differences in the kinds of experiences, the time an activity occurs, and in the length of time devoted to an activity. Opportunities to take only a part of a course in a special field, enrollment in a course more than once, and engagement in different activities in keeping with changing purposes would be possible. The college and local community with all their special activities offer a large reservoir of resources. Individual conferences with his adviser, and/or discussion with other instructors and students in the continuing seminar provide the student the opportunity to have help in interpreting and synthesizing ideas and experiences in terms of their significance to the role he is studying.

Figure 1, on the following page, illustrates the resource fields available to the prospective teacher-scholar and an arrangement for the synthesis of these through a continuing seminar and individual conferences.

Content

Consideration of the aforementioned aspects of individual uniqueness suggests that the content areas of teacher education should be viewed as resources for learning to become a teacher-scholar. Content does not have dynamic qualities in and of itself. These must be provided by the individual viewing the content. We also need to recognize that particular areas of content may have dynamic potency for one individual in a group at a particular time and not for another. The degree of interest in particular content will depend on the extent and character of the conceptual schemes through which each individual views the content.

Once accepting this personal view, it becomes necessary to define sequence in terms of individuals. Curriculum builders can logically organize a content in terms of some significant sequence for the curriculum builder. However, it is within each individual that sequence of experience takes place, and it is the individual who either tunes in or tunes out each new experience. We too often miss the opportunity to act at the time the spark of learning is lit, because we are operating in terms of a curriculum design outside of rather than within the learner.

This is not to suggest that the logical organization of content by curriculum builders is not important. It is, for example, very important in terms of identifying logically associated resources. However, we must be careful not to confuse resource designs with teaching and learning designs.

The professional component of teacher education, for instance, has been excellently organized in the recent AACTE report, Proposal for the Revision of the Pre-service Professional Component of A Program of Teacher Education, edited by Herbert F. LaGrone(25). In this proposal, LaGrone develops a series of five courses logically organized from the standpoint of the curriculum builder. In my view, this proposal represents an excellent resource design for the professional component of teacher education. However, when LaGrone proposes that each student should move in sequence through the five courses, it conflicts with my view of sequence as an individual matter. Taking his proposed curriculum as a case in point, I see each student moving into each of the five areas he identifies at different levels of depth, at different levels of understanding, and into more than one area at a time depending upon his state of readiness for further study in each area.

Using LaGrone's five areas of study as an example, Figure 2 (on page 17) provides an interpretation of how I believe two different students could be involved in the study of the discipline of education.

Granted, as LaGrone suggests, many students may need the Analytical Study of Teaching as a first course at the point of their initial introduction to teaching. I agree that they should have the opportunity to engage in an analytical study of teaching at this point if it is relevant. However, the appropriate first area for study or next area to pursue for other prospective teacher-scholars, in terms of their states of readiness, may lead to an under-

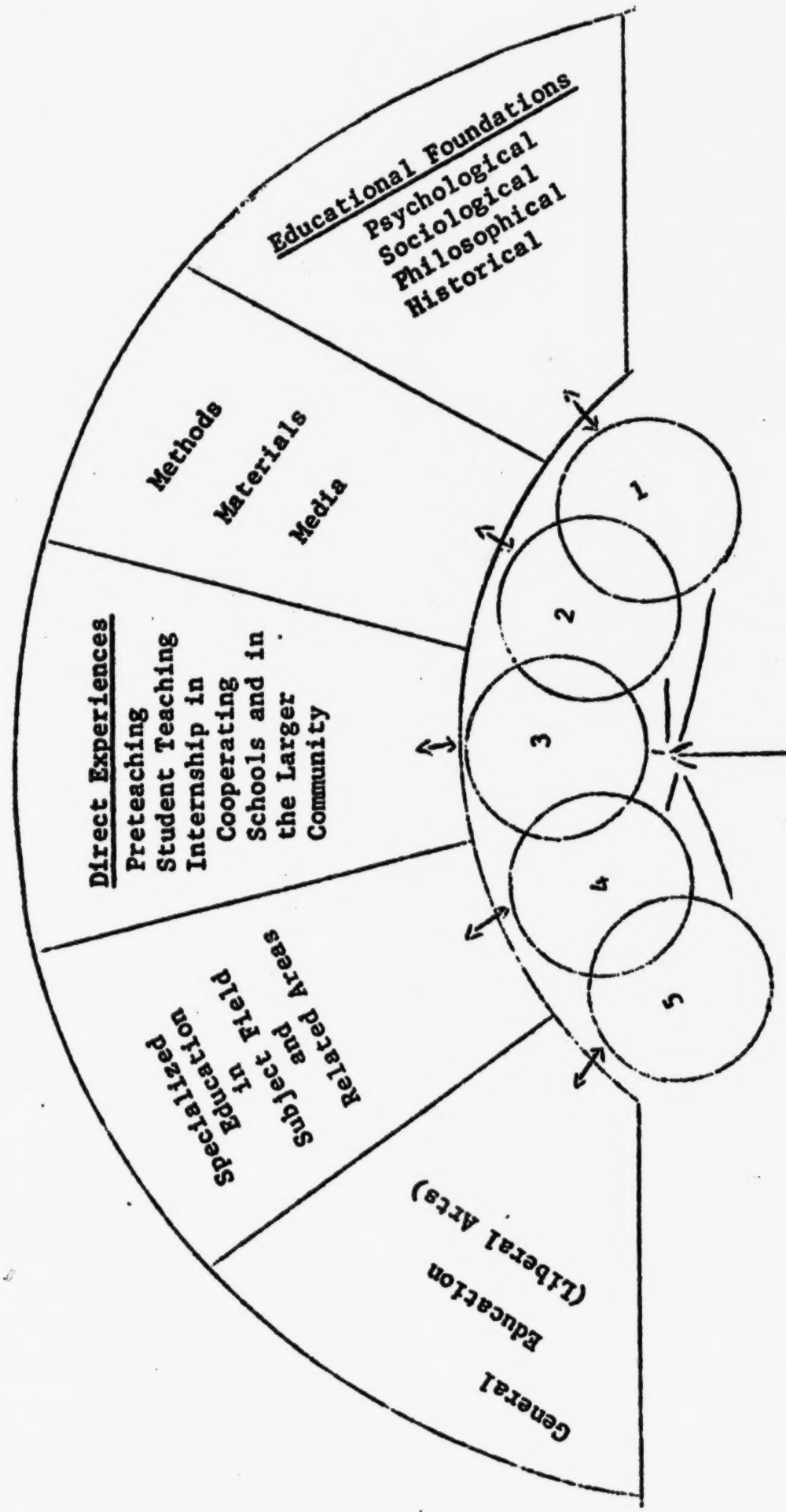

Educational Foundations
Psychological
Sociological
Philosophical
Historical
Methods
Materials
Media
Direct Experiences
Preteaching
Student Teaching
Internship in
Cooperating
Schools and in
the Larger
Community
Specialized
Education
in Field
Subject and
Related Areas
General
Education
(Liberal Arts)
1
2
3
4
5
Continuing Seminars
and
Student-Adviser Conferences
Synthesis through

Figure 1

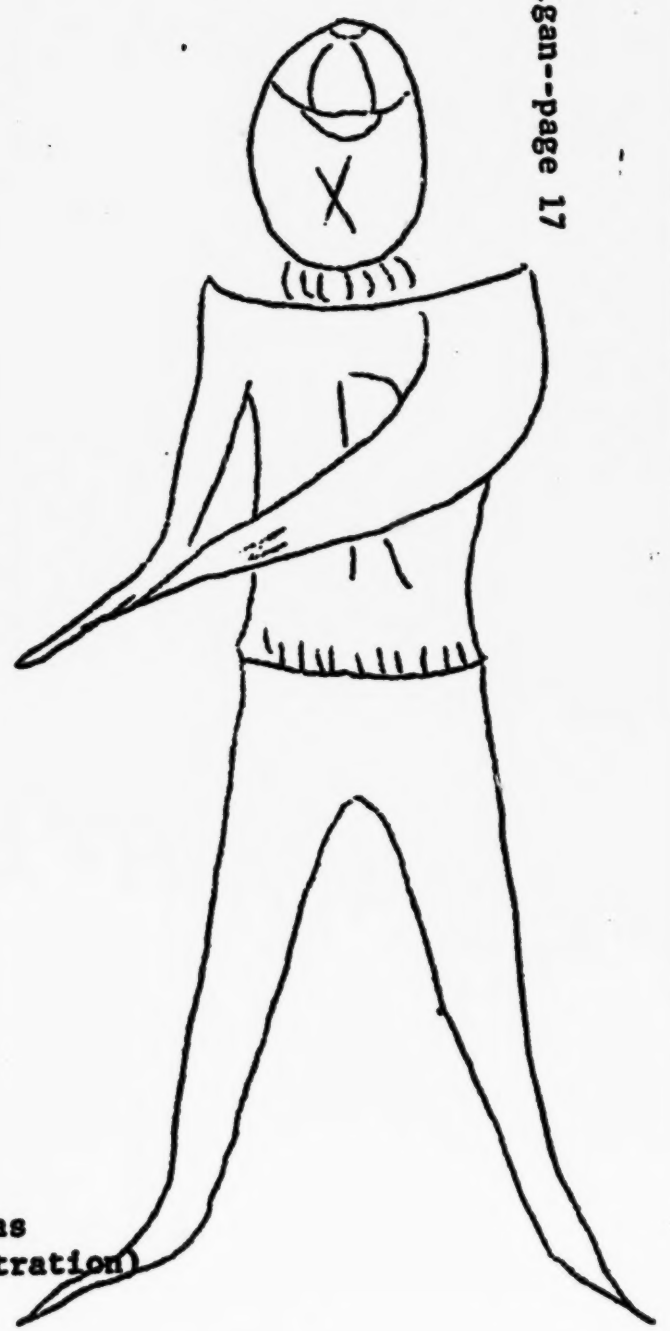
Analytical Study
of
Teaching

Structure and Uses
of
Knowledge

Concepts
of
Human Development and Learning

Designs
for
Teaching - Learning

Demonstration and Evaluation
of
Competencies



Individual Differences in Depth of Study in Different Areas
(The Pre-Service Component Proposed by LaGrone is Used for Illustration)
Figure 2

standing of the learner, the development of teaching materials, or the history of education. If a student chooses to investigate any one or more of these first, it would not disturb me because all of these dimensions are part of the cloth of teacher education. With the help of a skilled synthesizing agent, they can be pulled together by each teacher-scholar into a unique design, eventually.

Through the instructional organization I have described, a student would enter into content areas in a variety of ways and select out that which would help him become a teacher-scholar. In his journey to find useful understandings, skills, and attitudes, he will select that which is of most worth to him. If asked, "What content in the preparation of teachers is of most worth?" I respond that content which the prospective teacher-scholar views as helping him reach his professional goal of teacher-scholar.

The learner, in this plan, would be the determinant in building sequence. For example, a student might have a particular interest in programmed instruction. He ought not be forced to postpone this study of programmed materials until the fourth course. He would be provided the opportunity to pursue this area at his level of understanding, at his point of interest, even though he may have limited understanding of it. In the kind of continuous individualized instruction design I suggest, there should be nothing to keep him from coming back to an area in greater depth at a later time as it had more relevance. Since the fabric of teaching is closely interwoven, it becomes easy for the student who started working in programmed instruction to shift into an analytical study of teaching. Here, he looks at such concepts as continuous adjustment of sequences, operational objectives, perceptions, and feedback. All are concepts of importance in analyzing teaching. He most certainly confronts questions about the learner, content, and evaluation. With the organizational plan for facilitating individualized instruction described earlier, this pursuit of areas as they are relevant becomes possible.

The student may also realize that there is no such thing as completing an area of study. He learns through his own experience, that fields of knowledge are in a continuous process of change, just as he is, and that a teacher-scholar must be a student all of his life. This would be an important understanding for any individual preparing to be a teacher-scholar in a society whose most striking quality is change.

Let me make it clear that I am not saying that there is no content or discipline of education, or that content is not important. There is more than enough content available in education to constitute a field of study. All one has to do to be reminded of this fact is to examine Gage's Handbook of Research on Teaching(26). However, when we as curriculum builders select out of a large body of potentially useful content those areas which we feel are important, and prestructure them into sets of building blocks of concepts, facts, attitudes, and appreciations to be digested by all our students, we make a great mistake. Such an approach is unsound educationally and inefficient.

The teacher education curricula presently operating in many institutions and the curricula being prescribed by current proposal makers are still based on the traditional concepts--so many courses, so many lectures, so many quizzes, so many pages of assigned reading from the class bibliography, and so many credit hours for certification. What is worse, we presume and often an-

nounce to one and all, that teacher education has contributed its relevant knowledge to the prospective teacher through these approaches.

The personalized view of knowledge I propose suggests that we would do much better if we would get close enough to our students to become sensitive to their sifting mechanisms and assist them in their selection, interpretation, and evaluation of the continuously expanding discipline of education. Implied in this view of content is the process of continuing change within each field of knowledge and within each unique prospective teacher-scholar.

The objective, therefore, would not be to cover content, it would be to help students unlock areas of thought and action for present and continuous growth. I believe this can be done by providing as wide a variety of resources of content as can be utilized by each of our students in his search to become a teacher-scholar.

Materials and Media

There have been vast developments in the area of resources for education. Some of these hold particular promise when looked at in terms of the personal dimension in teacher education.

Earlier I mentioned that the resource agent functions to see that appropriate types of resources are available. These may include material resources; tools, equipment, supplies, etc. They may also include opportunities for certain kinds of direct experience such as visiting classrooms, making and listening to tape recordings, viewing video tape sessions of classes or conferences, or going to a board of education meeting. Written resources presenting the experience of others; books, articles, student papers and reports are helpful, as are personal resources; contacts with teachers, fellow classmates or other individuals at the college or in the larger community who have something to share. The resource agent's special responsibility is to know the student well enough to make these resources available at the right time.

Among the newest of the resources being used in teacher education is simulated materials (Kersh(27), Culbertson(28)). The essence of this procedure is to simulate significant educational situations--the relationship between several people; a classroom of students, a student teacher and cooperating teacher, for example. All the roles are acted out which arise from a problem in interpersonal relationships. Various students take the roles of participants in the event.

As Rogers(29) has suggested, this type of learning seems to hold promise for creating confrontation situations for prospective teachers. In these situations the student collects data, develops his own stand on issues, and justifies a point of view. The student also finds it necessary to make a personal decision based on the data he has collected to support his stand. He is also involved in the handling of personal relationships with others who hold different points of view. He bears the consequences of his own decision and actions. Throughout the situation, he experiences decision, commitment, and action.

Sensitivity training, a closely related resource used by industry, is now being applied to the preparation of teachers and administrators. (Bradford, Gibb, and Beene(30)) I believe this resource also has potential for emphasizing the importance of human understanding in teaching and learning.

In the approach to teacher education I envision, simulated experiences could be made available to students on a volunteer basis just the way the TEPS New Horizons Report(31) has suggested that clinics in special subject fields might be offered. The nature of the simulated experience should be developed in terms of the readiness of individuals. For example, exploratory situations to introduce students to the persistent problems of beginning teachers might be developed. More complex simulated situations could be offered as the prospective teacher-scholar's perceptual field for viewing teaching expanded.

Programmed instruction also may be used to individualize learning. (Fry(32), Williams and Lysaught(33)) If viewed as another useful tool for personalizing and facilitating learning, rather than a replacement for the teacher, I believe it has potential. Individual students, as has been mentioned, will find gaps in their background. The flexibility of the program is of great value. For example, a program is particularly useful to the student who wants to review some aspect of educational measurement or learn how to operate the new pieces of audio-visual equipment. Instead of taking a full course and typing up time for a full semester, he turns to a self-instruction program. In these situations, he works at his own rate and the stress is on his own learning and on self-satisfaction rather than extrinsic measures.

It also is conceivable that more programs such as those developed by Berlin and Wyckoff(34), in which two people work together at tasks focusing on relationship improvement, will be developed. Prospective teacher-scholars need an opportunity to become acquainted with programmed instruction because inevitably they will have to make decisions about its use or nonuse in their own teaching. Also, the producing agents will continue to produce self-instructional programs, both good and bad, for profit, whether we like it or not. Therefore, we will do well to provide an opportunity for prospective teacher-scholars to develop criteria for judging programmed materials. Opportunities for the construction and analysis of programs can also provide first-hand experience of the advantages and shortcomings of these tools for learning.

Educational television can be another useful resource not only as a teaching medium but as a method for observation of classroom situations, counseling situations, or, for that matter, any situation in which tape recordings were used previously. (Stoller(35), Rogers(36)) Kinescope tapes can be stored and reviewed and analyzed by individuals at their own time and at their own speed. Video tapes of teaching at various checkpoints assist the teacher-in-preparation in examining and improving his particular teaching style.

In medical education, television tapes have been used in developing performance type tests. A review of a patient's symptoms are visualized and then interns are asked to respond regarding action which should be taken. Then as more information is provided about the particular case in point, the accuracy of the responses given are indicated. It is interesting that at times more than one answer may be right for the situation which the intern is asked to diagnose. Performance tests such as these seem to hold potential for teacher education.

The potential for data processing for facilitating the individualization of instruction should also be mentioned. It is conceivable that through data processing, weekly and even daily schedules of events are possible. For example, Ernest Poll(37), "The Freshman Project" director at the University of Chicago Laboratory School, tells how the school prepares the schedule of one group of students week by week. A menu of the following week's options is provided on Friday of each week. With the help of their adviser, students punch options they want for the following week. A lecture, a panel, a film, a longer block of time for working on a project in the math-science reading lab, etc. By Monday morning, through data processing, a copy of each student's schedule for the week is ready for himself and his adviser.

Implementation of the best of the new technological aids can help us at the teacher education level to make real what some consider a dream; an individualized approach to teaching and learning.

Working with personal uniqueness has consequences for the kind of resources available in cooperating schools as well as on the college campus. In fact, we can no longer think of teacher education taking place only on a college of education campus. Colleges need to develop contractual agreements with surrounding teaching centers in which specialized personnel can be available as associates in teacher education. This kind of relationship with surrounding schools fosters the creation of conditions in which the concept of continuing education will have real meaning. From the time the prospective teacher-scholar has his first exploratory experiences to find out what teaching is all about, a college-school association should exist and continue throughout his experience as a career teacher. Preservice education, as well as inservice teacher education, must be a joint responsibility.

As Smith and Johnson(38) suggest in the recent AACTE report, both the college and cooperating schools benefit through this kind of partnership. The cooperating schools benefit by exchanging resources and ideas with other teaching centers and participating universities and colleges. As associates in teacher education, school personnel become coworkers with college personnel in seminars and research projects, in joint advisership of prospective teacher-scholars and in many informal and formal meetings which provide valuable and interesting experiences.

The college benefits equally as much. The teaching centers offer an opportunity for prospective teacher-scholars to work with individuals in many roles and provide laboratories in which to develop and refine new approaches to teaching and learning. The teaching centers serve as demonstration centers for students, college personnel and visitors. Through seminars held in the centers and a wide range of other in-service activities and research projects, college personnel have an opportunity to get into the schools and work with teachers at various levels and in different areas. In this working relationship, continuous and frank communication removes college professors from the ivory tower label to that of partners in the teaching profession. This breaking down of barriers between school and college has long been talked about but too seldom accomplished.

Evaluation

Concern for individual uniqueness has implications for all phases of evaluation starting with the initial phases of recruitment and selection. In the selection phase, the locus of evaluation lies with teacher-educators and the teacher education institution. However, once the student is admitted to the teacher education program, the locus of evaluation should rest with the prospective teacher-scholar. Once admitting the student, however, the institution becomes responsible for creating the kind of situational climate described earlier which enhances self-criticism and self-evaluation.

In selection, the many measuring devices now used, such as grade point average, STEP Tests, the Miller Analogies Tests, Graduate Record Exam, etc., leave much to be desired in identifying the kinds of uniqueness which represents potential for becoming a teacher-scholar. An individual may possess outstanding creative qualities which override many of his shortcomings, but these qualities tend to get lost when averaged in with other characteristics and abilities. New types of instruments are needed which identify empathic understanding, ability to adapt to change, and ability to respond creatively to spontaneous events.

Experiences in selecting students for the Project I Internship Program during the past four years causes me to suggest the interview technique as a useful selection method. Even though there is quite a bit of contrary opinion regarding the interview, when properly planned and with enough time allotted, I believe the interview offers the best avenue that we currently have available for securing pertinent information about a prospective student.

All students selected for Project I have been interviewed by three people in separate one-to-one conferences which last from one to two hours in length. The interviewers are members of the same instructional team with backgrounds in curriculum and teaching, psychology and measurement, and social foundations. In the interview, the student meets and asks questions of the individuals who will be his teachers. Much can be determined from the kind of questions the student asks in the interview, as well as from the answers he gives. The following are examples of questions from interviews: Why select this program? What has satisfied you in your own education? What needs changing? What experiences with youth? What individuals made the greatest impact on your life? In what way? What did they do? How do you feel about this issue? Do you think you will feel this way five years from now? What action have you taken about something you have felt deeply about? How has it affected others? Are you pleased that it affects them that way?

Interview information coupled with letters of reference from people who have known the candidate over a long period of time, supplements other data such as tests and school records.

Even though Project I is a funded project with the stipulation that scholarships should go to superior students, at least one-fourth of the students selected each year have been below the minimum requirements of the college as defined in terms of grade point average scores and the Miller Analogies Exam, and the verbal score on the Graduate Record Exam. All of these probationary students, however, had some unique and creative personal characteristics or presence which the three interviewers felt made them stand out. In other words,

even though probationary, they were superior, but not as usually defined. A central purpose in the interview was to deliberately seek out certain personal qualities. For example, the thirty-eight year old Army veteran with five children who was a school dropout but finished his high school courses while in the Army and after the Army went on to college while supporting a family. The settlement house worker who held two jobs and maintained a C+ average. He and his wife, as fellow students, broke the color line at the institution they attended. The young liberal arts student who couldn't make sense out of his college experience until he decided he wanted to work with youth, got a job in a summer camp, and clarified his professional goal. I could go on to give illustrations of other students admitted on the basis of uniqueness, and each is a success story. Suffice it to say that all of these so-called probationary students are now teaching and are among the most successful teachers graduated from Project I as judged by their employers, their colleagues, and their students.

The placement of these people in schools which value their creativeness and in which they are free to use their special talents, in no small measure accounts for their success. Helpful also are the formal and informal relationships that continue long after the Project student is out on the job.

Evaluation throughout the prospective teacher-scholar's preparation should be viewed as a means. In my experience, evaluation more than any of the other aspects of education, becomes an end in itself. Marks, credits, grade point averages, tests, degrees, the form on which the program is written, course numbers, and directives from the registrar too often become more important than the very people they are intended to serve.

A view of evaluation as a means suggests that examinations be used more than they have been for diagnostic purposes. Equivalency exams and proficiency exams such as those being developed through Kurland's(39) office in the New York State Education Department, when implemented correctly, can provide useful data about where students are so that duplication of previous experience is avoided. Student self-evaluation is possible if bench marks are available to the student to check himself at various points. A cumulative record of experience, in various practicing situations, in courses the students opts, and in other less formal situations, may be kept by the learner himself. Much of this information can be descriptive data such as that which the student often keeps during his student teaching experience.

Patterns of progress appear upon analysis of the student's records. The teacher-education adviser and his counterpart in one or all of the cooperating teaching centers in which the student obtains his preteaching experiences, student teaching, internship, and first year of teaching--provide the student opportunities not only to demonstrate his competence, but provide early experience in a situation which enables the teacher in preparation to learn what he needs to know to teach. As the prospective teacher-scholar gains an understanding about the complexities of teaching through teaching, he gets an opportunity to test his competence in more complex situations.

A feeling of joint responsibility for teacher education between the cooperating school and college is necessary in order to insure that testing competence does not mean creating the worst conditions possible and seeing if the prospective teacher-scholar survives. Instead, it should mean that he is afforded the opportunity to test his competence in a variety of "free" situations, and to study the results.

In the evaluation process, the prospective teacher-scholar benefits from the opportunity to participate in evaluating situations with his fellow students. There is no reason why students can't plan their own assignments and exams, and go over each others papers. As one student explains to the other the process he used in getting his answer, a great deal takes place in addition to an exchange of the process of getting the answer. The content learned may fall away over the years or become obsolete, but the skills learned from constructive human interaction will always be needed, at least in any world in which we will want to live.

Nothing I have said here should be misconstrued as suggesting a laissez-faire attitude about evaluation or for that matter, any aspect of teacher education. Evaluation, just as every other dimension of education which serves to help students toward self-realization, requires a deliberate and well-thought-out approach. I am not against critical appraisal by teacher-educators, especially at the point of selection, which helps to remove the emphasis on extrinsic devices from the other phases of teacher education. The essential requirement for intrinsic evaluation is a climate in which each prospective teacher-scholar is free to test his own competence and take action to improve his shortcomings. If the kinds of "free" confrontation situations described earlier are used to place the burden of responsibility for evaluation upon the learner, the incompetent will drop himself out. In cases in which the student is asked to withdraw, the adviser will be close enough to the student to be aware of his specific limitations and will be able to furnish relevant data supporting the decision. This is quite a different approach to evaluation than the procedure I see operating in many institutions which amounts to creating hurdles and dropping people down various chutes if they don't make it. In a program concerned with personal dimensions, a faculty member develops a close association with the student and helps him to understand his limitations as well as his strengths.

The Teacher Education Institution as a Demonstration Center

There is a final consequence that derives from consideration of the personal dimension which relates to everything that has been written to this point in this paper. It is quite clear that if teacher-scholars are to teach inquiry and self-instruction, they must learn both and exemplify both in their own educational lives. For too long in teacher education we have talked one thing and practiced another. No doubt it has been difficult at times for our students to relate the talk about education to our own teaching practices.

How many times have we in a class or in a school district workshop preached the importance of providing for individual differences through continuous progress programs and then returned to our own bailiwick to live a contradiction of what we professed? Opportunity for continuous progress is a concept as appropriate for teacher education as it is for any level of education. What makes it so important in teacher education is that we are preparing the people who will have to implement individualized instruction at other levels of education, if it is to be implemented at all.

If our teacher education programs are primarily the trasmission of content through lecture, reading, recitation, and test taking, they will be perceived as a mockery by those students who value individualization of education.

The very best way for a prospective teacher-scholar to understand the reasons for providing differentiated experiences for the students he will teach, is to see the values gained from individualized learning experiences in his own educational program. We have an excellent individualized instruction laboratory before us everyday in our teacher education institutions. All we have to do is take advantage of it.

Conclusion

We know that individuals have different personal qualities, but in our programs of teacher preparation we somehow act as if all prospective teacher-scholars are standardized in the conceptual schemes they possess, the intellectual processes they use, and the kinds of understandings and skills they can and should produce. This assumption is demonstrably untrue, because it separates the intellectual and personal dimensions in the first place. Our lack of regard for unique intellectual-personal differences has led us to make some critical errors in building teacher education programs. We have too often taken steps to change and improve a program in ways we assume will be to everyone's advantage, by rewriting the course content or shifting the sequence of courses around or adding new materials; but as a result, we have found that the new instructional organization, content, materials, and techniques are alien to the student's particular approach to understanding. Because each student's cognitive operations, his approach to cognitive tasks, and his feelings about knowledge are personally unique, they cannot be disregarded by the curriculum builder.

Innovations in teacher education which are intended to enhance the interrelationships and meaning of all dimensions of the teacher education process must emerge from and return to the basic notion that each individual in preparation has his own unique conceptual schemes through which he selects, interprets, evaluates, and synthesizes experience.

When we plan our programs, we cannot operate under the illusion that we can create a single curriculum best suited to all students. Instead, we must plan teacher education in such a way that we systematically provide opportunities to know what differences exist within each of our students, and develop flexible programs which offer a wide variety of approaches for reaching the professional goal of teacher-scholar.

What this paper proposes is not as easier way, or a harder way, or a deeper way, or a shallower way of doing the same thing. It is a different way. It is a way that recognizes the importance of the personal dimension in the education of American teachers.

I am aware that wide scale implementation of this approach would involve revolutionary changes in teacher education institutions, and in the whole view of the teacher educator and his functions. I am also aware that the task is made more difficult because the directions I have proposed run counter to many of the proposals being made by current critics of teacher education.

These challenges notwithstanding, I believe the greatest need of the teaching profession today is for a number of teacher education institutions to come forth and accept the responsibility of demonstrating what a total program, focusing on individual uniqueness, can accomplish.

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PLEASE NOTE: CORRECTIONS

The Personal Dimension in the Education of American Teachers

Please change the beginning sentences in the last paragraph on page 6 to read as follows:

"Some learners are so called 'convergent thinkers' and cannot adapt to situational demands which require flexibility in thinking rather than rigidity. Others are what Guilford has termed 'divergent thinkers' who are able to produce a variety of responses when required by task or situation. These ....."

Also on page 2, line 4 of the first paragraph, please change the I could not to I could now.

The Personal Dimension in the Education of American Teachers

by Dean Corrigan

SUMMARY

A basic notion throughout this paper is that the primary function of a teacher educator is to use himself, his students, the instructional organization and methods, the content, the materials and media, and the evaluational dimensions of teacher education as *means* for providing opportunities for teachers in preparation to become teacher-scholars. None of these dimensions are *ends* in themselves. The ends in teacher preparation are the unique teacher-scholars produced and the influence these teacher-scholars will have on the course of education in democratic schools.

A teacher-scholar is described as a unique individual who can function intelligently in contemporary society. Through his own idea frameworks, he separates the important from the trivial, and he has his own good reasons for learning what he decides to learn. He is self-directing in his approach to a changing world, and he is continuously open to inquiry and learning. He recognizes and is sensitive to individual differences and has the teaching skills necessary to provide worthwhile experiences for his students in terms of their uniqueness.

Some particular ways that students in teacher education programs differ are emphasized. Highlighted are differences in the conceptual operations used at any given time and place, differences in cognitive "style" or approaches to learning and problem solving, and differences in the way students "feel" about what they know and need to know.

With the aforementioned view of the teacher-scholar as the end in view, and the intellectual-personal uniqueness of the individual becoming a teacher-scholar as basic assumptions, some consequences for selected dimensions of the teacher education process are drawn. A most important implication is that teacher education curriculum builders cannot operate under the illusion that they can create a single curriculum best suited to all students. Instead they must plan ways to know what differences exist within each student and develop flexible programs which offer a wide variety of approaches for reaching the professional goal of teacher-scholar.

It is suggested that the greatest need of the teaching profession today is for a number of teacher education institutions to come forth and accept the responsibility of demonstrating what a total program, focusing on individual uniqueness can accomplish.

CONFERENCE HONORING

Florence B. Stratemeyer

French Lick, Indiana, June 10-12, 1965

Outline for reactions to

The Personal Dimension in the Education of American Teachers

1. Review of basic premises. The goals of teacher education are summarized on page 4. The assumptions as to the intellectual-personal uniquness of prospective teachers are stated on pages 4-8. Is the description of a teacher-scholar adequate as a statement of the goals of teacher education? What other factors need emphasis? Are the basic assumptions about individual uniqueness adequate? What other areas need to be explored for a more defensible rationale? Would you like to suggest an alternative set of assumptions which could be used as the focus for the development of teacher preparation programs?

2. Implications. Are implications regarding the organization, content, materials and media, and evaluation dimensions of teacher education consistent with the rationale -- the goals of teacher education and the assumptions about intellectual-personal uniqueness? What implications would you draw which go beyond those stated in this paper? What implications are not justified? What additions, changes, or deletions would you propose?

3. Content. Content is viewed as a means for helping students to gain the understandings and skills needed to become a teacher-scholar. Sequence is viewed as a highly individual matter. How does this view of content compare with your view? In your view, does content have dynamic qualities in and of itself? What does viewing sequence as an individual matter suggest for the work of the curriculum builder? What does viewing different content for different students suggest for the work of the teacher? What other ways should we view content?

4. Instructional organization. A team organization is suggested for organizing a unified program? What problems emerge in this kind of arrangement? Can a team arrangement be adapted to a large university setting? Independent study, seminars, and a close student-advisor relationship are proposed. What are the weaknesses in the proposed organization? What are the strengths?

5. Newer media and materials. The potential of new media is dependent upon clarity of purpose and assumptions about learning and teaching. Which of the new media has your institution developed? What new technological aids do you believe hold the most promise for enhancing individualized instruction?

6. Evaluation. The sharpest criticism in the paper is leveled at our present use of evaluation practices. On page 23 it is stated that evaluation more than any other aspect of education becomes an end in itself rather than a means. Is this a legitimate criticism? What changes would be needed to use evaluation devices for diagnostic purposes? Is evaluation at your institution a matter of creating hurdles? Is it a means for helping the student toward reaching the goal of teacher-scholar? Are evaluation practices consistent with the purposes and practices in other demensions of the teacher education process -- content, organization,and methods and media?

7. Direct experience. Included in the proposed program is a variety of direct experience designed to help the prospective teacher to initially learn what he doesn't know about teaching, to study teaching systematically at different levels of depth, and to demonstrate competence in a variety of teaching roles. Because of the centrality of direct experience throughout the program,-- pre-teaching, student teaching, internship, and first years of teaching -- school and college relationships become very important. Consideration must be given to the changing role of cooperating and supervisory personnel. Under this kind of program, what new skills will be needed by the cooperating teacher and college supervisor? How will the cooperating school change? How will the college of education change? Are we close to the day when we will have dual appointments : of public school supervisors on college faculties? What is your concept of the kind of cooperating school-teaching center needed to improve tomorrow's teacher education programs?

8. The Challenge. Individual learning in a society organized for mass instruction is one of the major thrusts of this paper. Do you feel a sense of urgency to speak out against the increasing number of large classes in higher education institutions? Does this paper provide par of a rationale which could be used in expressing the need for maintaining a focus on individual uniqueness? Could it be that student demonstrations on many campuses find their roots in higher education's increasing disregard of the importance of personal involvement in learning? In a profession that requires as much human interaction and personal commitment as teaching, can we afford to neglect the personal dimension?. A final consequence derived from consideration of the personal dimension is that if teacher-scholars are to teach inquiry and self-instruction, they must learn both and exemplify both in their own educational lives. Do present programs and procedures manifest a fundamental doubt about the ability of students to participate in planning their curricula? Is teacher education in your college primarily the transmission of content through lecture, reading, recitation, and test taking, or is your college a demonstation center for the individualization of instruction and learning?

9. Implementation of the proposed changes. This paper suggests that institutions need to come forth and accept the responsibility of developing total programs focusing on individual uniqueness. Is it possible to make the proposed changes within the existing structure and procedurss of your institution? Are the various dimensions of the educative process so closely entwined that when changes are made in one dimension changes in every other dimension must also be anticipated and planned for? What other factors would you want to have considered before implementing the proposed changes?

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